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ABSTRACT

The report describes a family literacy program in the Allentown School District (Pennsylvania). Instructional activities included two adult English-as-a-Second-Language (ESL) classes using resources of the school district, Adult Literacy Center of the Lehigh Valley, and a local church, which provided child care facilities. Adults met twice weekly in classes and a computer laboratory. Once a month the children joined parents in the lab, where the children, to whom the materials were familiar, mentored their parents in language learning. In 1995-96, enrollment was 95 percent Latino and 5 percent Asian, with 44 adults and 30 children under age 18 attending. It was found that in addition to components deemed essential for a family literacy program (early childhood development instruction for parents, parent education, child-parent interaction), other important components include: support services for adults and children; culture brokers/liaisons to interpret program intent to parents and parent information to staff; broadened definition of family and community; ESL curriculum integrating theory and practical content; children and adults learning together; and frequent communication between agencies. This program design is found to provide parents with skills to support children in school and to give parents access to community resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 406 860

A Model of Institutionalizing An ESL Family Literacy Program

PDE 353: 98-6016
1995-1996

Final Report

ADULT LITERACY CENTER
OF THE LEHIGH VALLEY

It's Never Too Late to Learn!

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ABSTRACT PAGE

Title: Institutionalizing an ESL Family Literacy Program

Project No.: 98-6016 Funding: $ 22,180

Project Director: Linda V. McCrossan, Ed.D. Phone No.: (610) 435-0680

Contact Person: Linda V. McCrossan, Ed.D. Phone No.: (610) 435-0680

Agency Address: 801 Hamilton Mall, Suite 201, Allentown, PA 18101-2420

Purpose: To institutionalize an ESL Family Literacy Program in a Family Center.

Procedures: To hold two classes in ESL Family Literacy; to expand the program into the summer and to find funding for the program after the end of federal funding.

Summary of Findings: All objectives were met. The program was expanded to include two sites. Funding was found and the program was institutionalized.

Comments (Conclusions, Findings, Barriers, if any): The program was a success teaching 40 adults and 30 children. Because of a common focus, the program was easy to institutionalize.

Products (if applicable): A final report explaining the model and characteristics of institutionalizing.

Descriptors (To be completed only by Bureau staff):

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INTRODUCTION

This project built on an existing special demonstration project model by developing a model for the integration and coordination of an ESL Family Literacy program with family center programs. This second year developed the institutionalization of the program through resources available in the community. The collaboration is with the Family Center Program in the Allentown School District, Allentown, Pa. Allentown is the fourth largest urban area in the Commonwealth.

Instructional activities included two adult ESL classes taught by the Adult Literacy Center of the Lehigh Valley at Jefferson School, Allentown School District. The Allentown School District contributed the use of a 28 station instructional computer laboratory, classrooms, and instructional computer instructor for the school, and parent recruitment. The Adult Literacy Center contributed the ESL curriculum, the teaching and coordinating staff, and materials. In its 18th year, the Center has had a long productive history of delivering quality adult ESL classes in the Allentown area.

All parents or child care givers were recruited by the children who attended Jefferson School. Announcements in Spanish and English were distributed through the classes in the third week of school. Classes began in early October and again in January (Appendix A). The adults met twice a week for English classes both in a classroom and in the computer Laboratory. Grace Lutheran Church, across the street from Jefferson, provided a site for child care and early childhood specialists from the Family Center helped to staff this center. Once a month the children joined their parents in the computer laboratory. During this time, both the parents and

children worked on the computer using material that was appropriate for both the children and the parents. Since the children are learning English in the school system and these were the first English classes that the parents had the opportunity to attend, the lessons were easy for the children. While at first this caused some apprehension among the staff, the family units worked as units in which the children mentored their parents in learning English. Several of the children remarked that this was the first time that they had heard their parents speaking English (Appendix B).

In 95-96, the program's enrollment was 95% Latino and 5% Asian or Vietnamese. The total number of parents or care givers who participated totaled 44 and 30 children (under the age of 18) attended. A summer program, 3C's--COOKING, COLLABORATIONS and CHILDREN grew out of the formal classes during the year. The summer program was funded by the Family Center at Jefferson School.

Models of family literacy programs are thought to include three components: 1) early childhood development instruction for parents; 2) parental education and 3) child/parent interaction. We have found that for an ESL adult student population and a program in a Family Center, other components are essential. These components are: 1) supportive services for the adults and adults/children; 2) cultural brokers or liaisons who help interpret the program and family center intent and the skills and ideas of the adults to the school; 3) a broadened definition of the concept of family and community; 5) an ESL curriculum built on the theoretical base of language learning and communication and integrated into practical situations in which adults can use the language; 6) children and adults learning together; and 7) day to day communication with liaisons between the public school and the Adult Literacy Center.

As with all of the programs at the Adult Literacy Center, the adult student is the center of the curriculum and planning. This planning effort took place in the adult ESL classrooms where the adults decided what they would learn and how to apply the knowledge to specific settings of their choice. Adults with children in the public schools can be seen either as parents who are subject to curriculum coming from the schools or as a source of a curriculum as learners themselves. They can be seen as a source of support for the school and as partners with the school in teaching their children (Auerbach). Both the Adult Literacy Center and the Allentown School District see parents as a support for their children and their interaction with the school and as partners in learning with their children. This last point--learning with their children--is key to understanding the ESL Family Literacy Model. Parents who do not speak English know that English allows them to interact more easily in the school setting so that they can support their children's education. They also know that their children are learning more English than they are and when there is technology available in the schools the parents know that "the children know more than them." This project was designed to work within this base. Its second function for the parents was to give them access to community resources including job training, further education and social services. In a community like Allentown, the non English speaking adult is isolated from full participation in the community because of a lack of English and knowledge of the cultural norms.

OBJECTIVES **Expand the program to include summer activities (3C's--Collaborations, Computers, and Children).** This objective was met by the expansion of the ESL Family Literacy Program with a summer component of six weeks meeting two evenings a week from early July to mid August. Our original plan was to have children and parents meet in the computer laboratory two evenings a week for the six week summer session. However, the school was unavailable since the maintenance staff did not work in the evening. Second, the parents did not want to do this. Instead they wanted to learn English for use in cooking, and shopping and they wanted to learn about each other. Although 95% of the students were Latino, they came from different countries and consequently, had different "typical" food. Third, for many of them the classes were the first time they had a chance to meet a Vietnamese individual. For the Vietnamese woman this was the first time she had interacted for such a long period of time with Latinos from around the world.

With the aid of the ESL teacher, the students designed "Cooking, Collaborations and Children" for the summer. Meeting twice a week from 5:30-8:30, this was a cooking class to which the students brought their children ranging in age from 4-18. Each member of the class chose a favorite dish, went shopping with the ESL teacher/coordinator, purchased the ingredients and during class taught the other members of the class how to prepare the dish. English lessons were taught which centered around the vocabulary of the kitchen, shopping and recipes. Children helped their parents to cook and eat and learned cleanliness in the kitchen and cooking skills. The class developed a recipe book (Appendix C).

To expand the adult ESL class/family literacy and computer use for adults and children to a second site by Fall, 1995. This objective was not met. Instead of expanding the program to a second site in Fall, because of the demand, the program was expanded to two classes at Jefferson School.

To document and standardize operating procedures where possible. This objective was met as described in the section on institutionalization.

To adapt processes and instruction as the second site and summer require. This objective was met. As indicated above the curriculum was adapted to student wishes for the summer session

To raise sufficient funds to implement the program for subsequent years. Funds have been raised from Just Born, The Kraft Foundation (national) and the Rider Poole Trust so that the program can continue.

To write and print an easy to read guide to institutionalizing programs. This objective was met. See the appropriate section.

To disseminate the information from this project as appropriate. This objective was met. Information was disseminated to foundations and businesses to obtain funds. Professional publications will be written this year.

MODEL The ESL Family Literacy Project has multiple overlapping components. Some are traditional to family literacy programs and some are particular to a non English speaking community and population. Following are the components:

Instruction in Early Childhood Development for Parents:

Volunteers and early childhood development specialists while their parents participated in English class. The content of the English classes included topics that pertained to some early childhood early childhood development. (See section on ESL instruction).

Parental education:

Parental education consisted of English as a Second Language classes which included topics of concern. These topics included Parental Involvement in the Shool, Family Values, The Larger Community, Jefferson School; Cultural Diversity in the Community, Drugs, Rehabilitation Programs, Report Cards, Counseling Services, Medical Services Through the Family Center, Children and Youth Services in the Community, Helping with Homework, Parental Responsibility in their Children's Schooling; How to Read to Small Children, Job Search, Other Educational Opportunities, and How to Use Computers. All of these topics came from the adult students or were accepted by the students as a topic they wanted to include in their ESL classroom.

Offered a course in First Aid. We offered to include it in the ESL class by teaching the vocabulary and then using several nights for the first aid instruction. **The parents said NO! Although they wanted to participate in the First Aid course they were very protective of their ESL class and did not want time taken from this. The parents decided that they wanted the First Aid class on the weekend. Consequently, 12 parents (the maximum**

allowed in a certified First Aid class), our ESL teacher/coordinator and the First Aid Instructor met on a weekend for 6 hours each on Saturday and Sunday. We were fortunate to have a staff member and a First Aid instructor who were available. ESL class time was devoted to vocabulary around health and because of the language level, the First Aid class was taught in Spanish.

Child/parent interaction:

The parents and children in this project interacted once a month in the instructional computer laboratory at Jefferson School. Parents used these computers at least weekly by themselves for the ESL class. Our instructor worked with the instructional computer teacher from Jefferson School to find individual modules in the computer programming that provided practice and review of lessons in ESL classes. With the family night (parents and children), lessons were found that could include both the parents and their children in some type of language learning i.e. writing and learning vocabulary. Since the intent was to have parents and children working together, lessons were chosen with this in mind.

Supportive Services:

These services included counseling for children and parents through the Family Center, referral to community college programs, the Private Industry classes or to jobs for parents. This referral was part of the role of the ESL teacher and project coordinator.

Cultural brokers:

An anthropological concept, cultural brokers are liaisons between two cultures. Knowledgeable about both cultures they explain and interpret what is happening and how to work within the cultural framework. As is oftentimes true with ESL teachers, the ESL

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teachers/coordinator served as cultural brokers for their students. Both staff members were Puerto Rican, had taught school and had experience in both Puerto Rico and in the mainland United States. Both are completely bilingual and are parents. Consequently, both were familiar with the cultural clash as they became accustomed to living in the Untied States; both personally understood the process of becoming bilingual and both understood raising and nurturing children.

Family and Community:

Family and child care giver are inclusive concepts for many cultural groups. They may include neighbors and extended family members. It would be unheard of to limit the number of family members or those who may be a called a family member. These concepts are culturally decided upon. For this project, the adults in the project were recruited through the children who attended Jefferson School. The adults had to have had some relationship to at least one child in the Allentown School District.

ESL Curriculum:

All ESL curricula are curricula designed to teach English. The methodology is second language methodology. Thus the name. With the participatory and functional approach employed by the agency, the curriculum has 3 segments to it. The three segments are: Knowledge about language including vocabulary and grammar; use of the language being learned; and situations in which to use the language. In the curriculum designed for this project, the knowledge of the language being learned was standard for most ESL curriculum; use was defined as being able to communicate (reading or writing) using English and the situations were determined by the parents. Consequently, the situation of reading and talking with their children created vocabulary built around report cards, success in school, improvement, subject matter,

behavior, and other school related topics. These were then incorporated as vocabulary lessons. This approach ties language learning into functional, communication, and family matters.

INSTITUTIONALIZING Institutionalizing means "making permanent". For this project it means incorporating the ESL Family Literacy Program into the ongoing programs of the Adult Literacy Center and the Family Center at Jefferson School. The program was originally funded by two one year special project grants (353) from the Pennsylvania Department of Education. The program was institutionalized and is now an ongoing part of the programs of the Center.

To institutionalize is part of the process of change. Change is difficult, challenging, and creative. The following delineates the areas involved with institutionalizing a program. A commentary follows each area showing how it applies to the ESL Family Literacy Program.

Staffing

The staffing pattern needs to replicate and incorporate the pattern and standards of institution. In the two pilot years, the ESL Teacher/Coordinator was part time hired specifically for each of the two years. At the Adult Literacy Center staff are either continuous--hired for 12 months, or non continuous--hired for the school year. One of our continuous ESL teachers taught the second ESL Family Literacy class during 1995-1996. Beginning in 1996, this staff member assumed the responsibility to coordinate the ESL Family Literacy Program and to continue to teach one of the classes. This added to the sense of permanence of the program by incorporating the program activities into the ongoing activities of the agency. The long term staff member sees the program as a continuation of the ESL program in general and as are the staff of the Center both flexible and creative. Instead of having the ESL Teacher/Coordinator do the outreach and information and referral to other agencies, the Family Advocate of the Family Center has assumed this part of the program. This is at no cost to the agency.

Funding

Funding needs to be of the same type and of the overall responsibility of the agency. For the third year, the ESL Family Literacy Program is part of the overall funding base of the Center. Privately funded by Just Born, the Kraft Foundation, and the Rider Poole Trust with some PDE 322 funding, the program has become primarily privately funded with a diversified funding base. It is included in all the literature of the agency as a permanent program.

Focus, Clarity of Direction, Incorporation into the Minutes of the Organization

In order to become a part of the ongoing institution, the newly incorporated program needs to be able to change the focus of the larger entity or maintain a similar or complimentary focus. The ESL Family Literacy program is learner centered, accessible and the standards of participation and growth are the same as that of the Center. The target population, non English speaking adults at beginning levels of English parallels that of the Center. The supportive groups within the Latino community remain the same.

History with the Community

In order to be part of the larger entity both the history of the organization and that of the newly developed part must have the same type of history with the communities they serve. Both the Center and this project are focused on the learner and are participatory in nature. The reputation of the agency and of the Family Literacy program intersect in the community and are perceived as a whole. This is partly due to the staffing and the approach.

Long Term Committed Partners

All parts of the programs need to maintain a partnership reflective of the intent of the whole organization and of the new part. With this project, the partners included the

Allentown School District, the Family Centers, the Health and Human Service partnerships through the Governing Board of the Family Center and the religious community at Grace Lutheran Church. These same partners have helped and collaborated with the Adult Literacy Center since the Center's inception 20 years ago. As part of the partnership, staff is shared as are in kind resources.

Value Added

The program needs to be value added to the community, parents, teachers, school administrators and the host institution. The non English speaking community sees the need for parents and children working together and sees a continuum from the ESL Family Literacy Program to school district classes for children to the general ESL classes offered by the agency. The teachers and principal at Jefferson School have remarked that the children whose parents are participating in the program show an improvement in attendance and attitude--proudly telling their classmates that their mother is learning English at school. The principal of the school has offered to help work with her teachers to track improvements in the children in school. The Adult Literacy Center sees the program as consistent with the programs at the Center in using the same teaching facilities, staffing and curriculum philosophy.

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Appendix A

CLASES GRATIS DE INGLES COMO SEGUNDO IDIOMA

PARA PRINCIPIANTES O INTERMEDIOS

LOS
LUNES Y MIERCOLES
DE
6:00-8:00PM
EN
ESCUELA ELEMENTAL JEFFERSON
(ENTRAR POR LA CALLE WYOMING, POR LA PUERTA DONDE SE ENCUENTRAN LOS DEPOSITOS DE BASURA)

PRIMERA CLASE MIERCOLES
3 DE ENERO, 1996 - 6:00PM-8:00PM

SE PROVEERA CUIDO

AUSPICIADO POR EL "ADULT LITERACY CENTER" Y LOS CENTRO FAMILIAR

ALGUNA PREGUNTA FAVOR LLAMAR A MARITZA GONZALEZ EN EL "ADULT LITERACY CENTER" 435-0680

Appendix B

JOHN C. ANDERSON / The Morning Call

Azhar Yasof, 5, enjoys listening to a computer program during family night at Jefferson School.

Language Lab

Literacy program is turning English into a family affair.

By YVETTE CABRERA
Of The Morning Call

For all his life, 7-year-old Sam Portillo, a bilingual student at Jefferson Elementary, had never heard his mother speak English — it was always Spanish. But last month he did a little spying.

His mother Nelly's English as a Second Language class at Jefferson's computer lab was having "family night," so Portillo went along.

As his mother answered a teacher's question in English, Portillo, hidden behind her, heard her speak. "Yes! he exclaimed triumphantly. "My mother

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LAB

▶Continued From Page B1

speaks English!"

The Adult Literacy Center of the Lehigh Valley has been offering ESL family literacy classes at Jefferson since October 1994 — but not just so children, like Sam, can see that their parents are really learning English.

The purpose is to turn literacy into a family experience whereby parents work with their children to improve their English while getting to know and understand the school system.

"The main goal of family literacy is to make adults and children partners in learning," said Ana Sainz de la Pena, assistant to the director of instructional support services for the Allentown School District.

The ESL family literacy class is funded, in part, from a state Department of Education grant given to the center to develop a model for family literacy centers. It was one of two sites in the state that received the $23,000 grant, said Linda V. McCrossan, executive director of the Adult Literacy Center.

Sainz de la Pena said the school district has provided classroom space for ESL classes in the past. But this time the district is working closely with the literacy center to identify areas that will serve both parents and their children.

"Learning has a beginning, but not an ending and we believe the district's vision is to develop a community of learning using schools to promote education, understanding and citizenship," said Sainz de la Pena, who has been involved with the center for 10 years and taught ESL classes for 12 years.

Most of the ESL students — about 30 families — are first-generation immigrants. Some 90 percent are Latinos; the rest include Syrian, Vietnamese and Cambodian families.

For immigrant parents, just entering a school building can be an intimidating experience. Sainz de la Pena said many don't know where their children's classrooms are because they've never been beyond the main office.

Although the main focus of the class is to learn English, teachers Maritza Gonzalez and Carmen de Jesus teach the adults to apply their English skills to their child's school affairs.

For instance, parents learn how to understand what a report card tells them about their child's performance, how to write absentee notes for the child's teacher and how to read aloud in English to the child.

"We basically teach them not to be afraid of the school system and how to work with the system so their children can be successful in school," Gonzalez said.

Although there are many family literacy classes throughout the nation, what is unique about this one is its use of the computer lab, McCrossan said.

Once a month, children, most of whom go to Jefferson, sit side by side with the adults at the computer terminals. Grace Lutheran Church nearby provides free child care during the rest of the month.

"They love it; the children love to come," said Gonzalez, who coordinates the program. "Every time we have a family night we have a full house."

The children's presence has invigorated the parents, most of whom work during the day and make a special effort not to miss class, said Gonzalez.

"They are very dedicated and consistent in their attendance an in wanting to learn the language," Gonzalez said.

Candida Sabillon, a mother of three, said the class has taught her how to write checks, prepare for interviews and learn how to help her children with schoolwork.

"I love it because my children help me read and interpret words and I in turn help them do their homework, too," said Sabillon. "It's a coexistence between mother and children."

Most of the adults had never worked on computers before starting the program, said Rosemarie Weaver, Jefferson's computer technician who oversees the computer lab.

"A lot of the parents come in and say 'This is fantastic' — that they've seen computers in the stores and now they'll be able to learn on them," Weaver said.

The parents spend roughly half of the two-hour class on computer programs, which include reading, writing, math, social studies and science from the kindergarten to the high school level.

At last week's family night, the adults and children read stories about families that had immigrated to America. By June, when the programs end and the adults graduate, each family will have written its own history that will include what country they're from, what year they came to America and facts about their culture.

Based on the parents' positive feedback, the center and the school district hope to develop a similar program for middle school and high school students, said Sainz de la Pena.

"The Hispanic Business Council surveyed what factors help junior and senior high school students who are succeeding, and students cited parental support as the most important part of their success," said Sainz de la Pena.

However, McCrossan said, the literacy center is just hoping it can keep the ESL family literacy class going at Jefferson. Government funding for it has been cut, she said, forcing the center to look elsewhere.

In the meantime, ESL class members are praying for a blizzard-free February so they can type away.

"The parents tell me, 'Class is only two days a week. Can we come everyday?' " Gonzalez said.

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Appendix C

COOKING WITH MULTI-CULTURAL FLAVOR

ADULT LITERACY CENTER 1995-1996

GRACE LUTHERAN CHURCH

SUMMER 1995

COOKING CLASS

MULTICULTURAL EXPERIENCE

INSTRUCTOR: MARITZA GONZALEZ

INDEX

DIRECTIONS

Filling:

Brown salt pork and cured ham rapidly. Reduce heat to low, add peppers, onion, and tomato, saute in oil for 5 minutes. Add remainder of ingredients mix well, cover and cook over moderate heat for 10 minutes. Uncover and cook for 10 minutes, stirring occasionally.

BAKED ZITI

6 cups (16 ounces) SAN GIORGIO Cut Ziti uncooked
3 ½ cups (32-ounce jar) spaghetti sauce
2 cups (16 ounces) ricotta cheese
2 cups (8 ounces) shredded mozzarella cheese
1/4 cup chopped fresh parsley
1 egg, slightly beaten
1 teaspoon oregano
½ teaspoon garlic powder
1/4 teaspoon pepper
1 tablespoon grated Parmesan cheese

Cook Cut Ziti according to package directions for 10 minutes; drain. In large bowl, combine cooked Ziti, 1 ½ cups spaghetti sauce, ricotta cheese, mozzarella cheese, parsley, egg, oregano, garlic powder and pepper. In 3-quart casserole pour ½ cup spaghetti sauce; spread Ziti mixture evenly over sauce. Top with remaining 1 ½ cups spaghetti sauce; sprinkle with Parmesan cheese. Bake, covered, at 375°30-35 minutes or until hot and bubbly. Makes about 8 servings.

ARROZ CON POLLO
(Rice with Chicken)

1cut-up frying chicken (or favorite pieces)
3 tbsp. fat
1 tsp. salt
1/4 tsp. pepper
1 ½ cups green pepper (diced)
1 ½ cups onion (diced)
1 ½ cups peeled tomatoes (diced)
½ tsp. thyme
1 bay leaf
1 large clove garlic (diced)
1 tsp. oregano
½ tsp. paprika
½ tsp. Saffron
2 cups rice
4 cups boiling water
2 tsp. Salt
green peas
pimiento strips

Brown chicken in fat. Remove. Stir in vegetables and spices in oil and cook 20 minutes. Add boiling water and 2 teaspoons salt and bring to a boil. Add rice, lower heat, and cook 30 minutes until rice absorbs water. Garnish with green peas and pimiento strips. Serve with green salad and hot garlic bread. 6-8 servings.

ARROZ CON GANDULES
(Rice with Pigeon Peas)

½ cup corn oil
1 lb. Cooking ham (chopped)
2 large green peppers (chopped)
2 large onions (chopped)
1 small can of tomato paste
5 garlic cloves (crushed)
1/4 tsp. oregano
1/4 tsp. black pepper
4 cups white rice
2 16oz. cans pigeon peas
3 ½ cups water
salt to taste

In a 4 quart casserole, heat oil on high and stir in ham; cook until lightly browned. Add green peppers, onions garlic, oregano, black pepper, salt, and tomato paste. Stir until it begins to boil, then add rice, pigeon peas, and water; continue to stir until completely mixed. Cover and cook over medium high heat, until all water is absorbed (approximately 15 minutes). Stir occasionally, then reduce heat to low and cook 20 minutes. Serve hot with roast pork (Pernil Asado). 8 servings.

STUFFED POTATO BALLS
(Relleno de Papas)
(Makes 12)

A- 2 pounds potatoes, peeled and quartered
2 quarts (8 cups)-water
1 ½ tablespoons salt

B- 2 ounces (4 tablespoons) butter
1 egg, slightly beaten
½ teaspoon salt
1 tablespoon cornstarch

C- 1/4 of recipe for Basic Meat Filling (see Index)

D- Cornstarch (to coat balls)
Lard or vegetable oil (for deep-frying)

1- In a pot, combine ingredients included in A. Cover and boil at moderate heat for 30 minutes, or until potatoes are forktender.

2- Drain and immediately mash or put through a potato ricer.

3- Add and mix ingredients included in B.

4- Cool to room temperature.

5- Divide mixture in 12 parts. Cover palms of hand with cornstarch and spread over hand one part of the mixture. Spoon the center with part of the filling and bring mixture over to cover filling. Coat lightly with cornstarch and proceed with remaining mixture until 12 balls are ready.

6- Deep fry in fat, heated to 375°F., until golden brown. Remove and drain on absorbent paper.

Note: Potato balls can also be filled with shredded cheese.

CARIBBEAN CHICKEN DELIGHT
(Pollo Delicioso)

A- 3 to 3 ½ pounds dressed-weight whole chicken, washed and dried.

B- Seasoning:
Weigh chicken and season according to Table for Seasoning Chicken at beginning of chapter. Set in refrigerator overnight.

C- 1 pound medium-sized onions, peeled and halved 2 bay leaves.

D- 1 can (8 ½ ounces) green peas (Petit-Pois) drained, 2 ounces (4 tablespoons), butter 1/4 cup dry sherry.

E- 1 can (4 ounces) pimientos (for garnishing).

1. Arrange onions in bottom of a pot with a heavy lid. Add bay leaves.

2. Place chicken, breast down, in pot, and cover.

3. Turn heat to low, cover, and cook about 1 ½ hours, or until done (drumstick and thigh should move easily and fleshy part of drumstick feels soft when pressed. Drumstick, pierced with a cooking fork, renders no liquid).

4. Remove chicken and bay leaves from pot. Cut chicken into pieces and separate meat from bones. Shred meat into large chunks and add to pot.

5. Add ingredients included in D, mix, and cook uncovered over moderate heat, until butter melts.

6. Serve in a deep dish. Heat pimientos in their juice, drain, cut in strips and garnish.

MEAT-PLANTAIN PIE

Pastelon de Platanos Maduros (Amarillos) con Carne

Filling:

A- ½ ounce salt pork
1 ounce lean cured ham
1 sazon with azafran
1/4 green pepper, seeded
1 sweet chili pepper, seeded
1 onion, peeled
1 tomato

B- ½ teaspoon whole dried oregano
1 clove garlic, peeled
3 olives, stuffed with pimientos
2 dry prunes, pitted
1 teaspoon seeded raisins
½ teaspoon capers
1/4 cup tomato sauce

Plantain mixture:

A- 4 or 5 large ripe plantains (amarillos)
1 ½ quarts (6 cups) water 1 tablespoon salt

B- 2 ounces (4 tablespoons) butter or oleomargarine
½ cup flour

1. Prepare filling as follows: Brown salt pork and cured ham rapidly. Reduce heat to low, add rest of ingredients included in A, and saute for 5 minutes. Add ingredients included in B, mix well, cover and cook over moderate heat for 10 minutes. Uncover and cook for 10 minutes. Stirring occasionally.

2. Prepare plantain mixture as follows: In a pot, mix water and salt included in A. Add unpeeled plantains, halved. Boil over high heat for 15 minutes. Drain, peel mash, and mix with butter. Add flour and mix.

3. Grease a 10 inch pie glass baking plate and spread half of the plantain mixture. Top with the filling and cover with remaining of plantain mixture.

4. Preheat over to 350°F., and bake for 30 minutes.

CREAM CHEESE CUSTARD
(Flan de Queso-Crema)

A. 1 cup sugar (to caramelize pan)

B. 1 can (13 ounces) evaporated milk, undiluted
2 packages (8 ounces each) Philadelphia cream cheese
1 cup sugar
1 teaspoon vanilla extract

1- Preheat oven to 350°F.

2- Caramelize a round 8 x 3-inch aluminum pan without tube, by melting 1 cup sugar, slowly, in the pan to a light gold. Swirl the pan to coat bottom and sides with caramel. Set on wire rack.

3- Blend ingredients included in B in an electric blender.

4- Pour mixture into the caramelized pan. Set pan in large shallow baking pan containing about 1 inch of hot water and bake about 1 hour, or until set and golden. Remove pan from water bath.

5- Allow to cool on wire rack. Cover, and set in refrigerator. When ready to serve, turn custard onto a platter.

COCONUT CUSTARD
(Flan de Coco)

A. 1 cup sugar (to caramelize pan)

B. 2 cans (8 3/4 ounces each)-cream of coconut
1 can (14 ounces) condensed milk, undiluted
2 tablespoons milk
1/4 teaspoon salt

C. 8 eggs

PIES, CUSTARDS, AND CREAMS

1- Preheat oven to 350°F.

2- Caramelize a round 8 x 3-inch aluminum pan without tube, by melting 1 cup sugar, slowly, in the pan to light gold. Swirl the pan to coat bottom and sides with caramel. Set on wire rack.

3- Blend ingredients included in B in an electric blender.

4- In a saucepan, break eggs, without beating, just enough to mix egg yolks and whites. Add bended ingredients slowly and mix. Strain and pour into the caramelized pan.

5- Set pan in a large shallow baking pan containing about 1 inch of hot water and bake about 1 hour, or until set and golden. Remove pan from water bath.

6- Allow to cool on wire rack. Cover, and set in refrigerator. When ready to serve, turn custard onto a platter.

RUSTLER APPLE CRUMB

Place 4 cups apples in buttered dish 2" high. Sprinkle with:

1 tsp. salt
1 tsp. cinnamon
1/4 cup water

1 cup sugar
3/4 cup Flour — Mix Together
1/3 cup butter

Put mixture over sliced apples and bake at 350° for 40 minutes.

EVAPORATED MILK CUSTARD
(Flan de Leche Evaporada)
(Serves 8)

A. 1 cup sugar (to caramelize pan)

B. 5 eggs
1 can (13 ounces)- evaporated milk, undiluted
1 teaspoon vanilla extract
1 1/4 cups sugar

1- Preheat oven to 350°F.

2- Caramelize a round 8 x 3-inch aluminum pan without tube, by melting 1 cup sugar, slowly, in the pan to light gold. Swirl the pan to coat bottom and sides with caramel. Set on wire rack.

3- In a saucepan, break eggs, without beating, just enough to mix egg yolks and whites. Add rest of ingredients and mix. Strain.

4- Pour strained mixture into the caramelized pan. Set pan in a large shallow baking pan containing about 1 inch of hot water and bake about 1 hour, or until set and golden. Remove pan from water bath.

5- Allow to cool on wire rack. Cover, and set in refrigerator. When ready to serve, turn custard onto a platter.

BUDIN DE PAN SENCILLO
(Serves 12)

A- 1 ½ pounds French bread, crust trimmed
2 quarts (8 cups) milk

B- 1/4 pound butter

C- 2 ½ cups sugar
½ tsp. salt
1 tb. vanilla extract
1 tsp. of cinnamon

D- 4 eggs
½ cup raisins (optional)

1. Preheat oven to 375°F. Grease a 13 x 9 x 2-inch glass baking dish. Melt butter over low heat.

2. Crumble bread into a big bowl. Add milk and mix throughly until well blended.

3. Add ingredients included in C and mix.

4. Beat eggs lightly, add and mix.

5. Add melted butter, mix thoroughly and pour into baking dish.

6. Bake for 1 ½ hours on the middle rack of the oven. (Put a large aluminum pan on the rack beneath to collect drippings).

7. Allow to cool on wire rack and serve in the baking dish.

CHOCOLATE CHIP COOKIES WITH A FLAIR
(Makes 6 dozen)

1 cup (2 sticks) butter
1 ½ cups light brown sugar (firmly packed)
1 egg (room temperature)
1 tsp. vanilla
2 cups unbleached all purpose flour
1 tsp. baking soda
1 tsp. cinnamon
1 tsp. ground ginger
½ tsp. salt
1 12-oz. pkg. semisweet chocolate chips
1 cup chopped walnuts (pecans can be substituted)
1 cup powdered sugar

Cream butter using electric mixer. Beat in brown sugar, egg, and vanilla. Combine flour, baking soda, cinnamon, ginger, and salt. Blend into butter mixture. Fold in chocolate chips and walnuts. Refrigerate until firm. (Can be prepared 1 day ahead).

Preheat oven to 375°. Lightly grease baking sheets. Break off small pieces of dough; roll between palms into 1" rounds. Dredge rounds in powdered sugar. Arrange rounds on prepared sheets, spacing at least 2" apart. Bake 10 minutes. Let cool 5 minutes on sheets. Transfer to racks and cool. Store in airtight container.

BANANA CAKE
(6-8 servings)

1 ½ cups sugar
1 stick margarine
2 eggs (well beaten)
2 bananas (ripe and mashed)
4 tbsp. sour cream
1 tsp. baking soda
1 ½ cups flour
1 tsp. vanilla

Mix sugar and margarine with electric beater. Add eggs and mix. Add bananas and mix. Add sour cream, baking soda, and vanilla. Add and mix Flour. Pour into greased and floured loaf pan. Bake 50 minutes to over an hour at 350°. Test center with toothpick.

BAKING CHIP COOKIES

1 c. softened shortening
3/4 c. firmly packed brown sugar
1 tsp. vanilla
2 c. all-purpose flour
1 tsp. salt
1 (12 oz.) pkg. semi-sweet chocolate chips
½ tsp. water
2 eggs
1 tsp. baking soda
1 c. chopped nuts

Beat shortening, sugar, vanilla water and eggs until fluffy and light. Mix flour with soda and salt; blend into shortening mixture. Stir in nuts and chips. Drop 2 inches apart from teaspoon onto greased baking sheets. Bake at 375° for about 10 minutes or until golden brown. Makes about 8 dozen.

Note: Recipe may be halved, use 1 cup chips.

MINI CHEESECAKES

3 (8 oz.) pkg. Cream cheese
1 ½ tsp. vanilla
1 c. sugar
5 eggs

Mix cream cheese. Add sugar and vanilla, blending well. Add eggs; bend well. Pour into silver lined cupcake papers until 3/4 full. Bake 20 minutes at 350°. Cakes rise and then fall in the center. After cooling, fill the middle with your favorite pie filling.

CARROT CAKE

2 c. flour
2 tsp. cinnamon
1 ½ c. cooking oil
2 tsp. baking soda
4 eggs
1tsp. salt
4c. sugar
2c. finely grated carrots

Mix dry ingredients together. Mix eggs, cooking oil and carrots together. Add to dry ingredients. Beat hard. Bake in a 350° oven for 45 minutes.

PRIZE CHOCOLATE CAKE

1/4c. butter or margarine
1/4c. shortening
2c. sugar
1tsp. vanilla
2 eggs
3/4 c. cocoa
1 3/4 c. flour
3/4tsp. baking soda
1 3/4 c. milk
3/4tsp. baking powder

Generously grease and flour two 9-inch round cake pans. Cream butter, shortening, sugar and vanilla until light and fluffy. Blend in eggs.

Combine baking soda, cocoa, flour and baking powder in a bowl. Add alternately with milk to batter. Blend well. Pour into prepared pans. Bake at 350° for 30-35 minutes or until cake tester inserted in center comes out clean. Cool 10 minutes; remove from pans.

APPLE CRUMBLE

1 ½ lb. cooking apples
½ c. water
3/4c. brown sugar
2tsp. grated lemon rind
½ c. butter or margarine
1 1/4c. flour
½ c. sugar
½ tsp. ginger
½ tsp. cinnamon

SCANDINAVIAN MEATBALLS

MEATBALLS
1 ½ lb. ground beef
3/4 lb. ground pork
1/3 cup dry bread crumbs
½ teaspoon salt
½ teaspoon onion powder
1/4 teaspoon sugar
1/4 teaspoon ginger
1/4 teaspoon nutmeg
1/8 teaspoon pepper
1/3 cup milk
2 eggs

SAUCE
1/3 cup margarine or butter
1/3 cup flour
2 tablespoons beef-flavor
Instant bouillon
1/8 teaspoon nutmeg
1/8 teaspoon pepper
4 cups milk

Heat oven to 350°F. In large bowl, combine all meatball ingredients; blend well. Shape into 45 to 48 meatballs about 1 inch in diameter. Place in ungreased 15x10x1-inch baking pan. Bake at 350°F. For 55 to 60 minutes or until meatballs are well browned; drain.

Melt margarine in large saucepan over low heat. Stir in flour, bouillon 1/8 teaspoon nutmeg and 1/8 teaspoon pepper. Cook 1 minute until smooth and bubbly, stirring constantly. Remove from heat. Add meatballs to sauce; keep warm. 24 servings (2 meatballs each).

TRIED AND TRUE MEAT LOAF

1 ½ lb ground chuck or round beef
1 onion (chopped)
1 bell pepper (chopped)
crackers (preferably chicken seasoned)
3 eggs
salt, pepper, garlic powder to taste
1 can Hunt's tomato sauce special
ketchup

Mix together beef, onion, pepper, chackers, eggs, and seasoning. Add ½ to 2/3 can tomato sauce special. Form into 2 loaf pans and pour remaining sauce on top. Bake for 30 minutes at 375°. Pour ketchup on top and bake another 30 minutes.